

File name: REH1-002.pdf

CCLAS session: 01-Daisy-03_08_10

- All records have been sorted by segment time (i.e., chronologically)
- Margaret and I watched several-minute chunks of the video recording 01-Daisy-03_08_10, and then we went back through to discuss individual records.
- Time stamps in the notes below mark times in the audio recording REH1-002.wav

Record 2

- Adult should say <châkwânihi anihî>, where the <châkwân> has the plural suffix so that both words agree in number and gender. Instead, Margaret thinks the adult has simplified her speech for Daisy.
- c.f. <châkwân an> ‘What is that?’
- c.f. <châkwâyih aniyâh> ‘What are those?’

Record 85

- Utterance is *mâu mîn kâmeshâch* ‘Here is another big one’
- This is an adult-like production.
- Child using DEM as a pronominal before saying the word ‘knife’, because both speaker and addressee can clearly see the referent (the knife)
- Adult target is *mâu mîn kâmeshâch* ['mau 'min 'gæmfætʃ] (00:01:53)

Record 87

- This is an adult-like utterance: *kâmeshâch û mûhkumân* ‘this is a big knife’. Phonetic target: ['gæmfætʃ o 'mokman] (00:04:49)
- Despite the translation, here is an adnominal demonstrative modifying ‘knife’, literally translated as something like ‘it is big, this knife’

Record 90

- Utterance is *umh âi chîshtihîkinh* ‘Um, these are forks’
- I forgot to ask Margaret if Daisy correctly produces the plural suffix on ‘fork’, but we can assume she said it because of the way Margaret translated it.
- Target is [aɪ dʒɪft 'higən^h] (00:06:36). I hear the accent on the penult. Somebody may want to double-check that.

Record 92

- Utterance is *pitâtish âhiyâkiniwichh*
- Margaret says the translation should be ‘to pick up the potatoes’ – not ‘peel’. Daisy is talking about basically scooping up potatoes out of the ground.

Record 94

- Utterance is *mâutâh âhtutikiniwichh* ‘We do it like this’
- Target is ['mauda totɪgə 'notʃ^h] (00:11:22)

- Daisy is using a Set Two DEM. My hypothesis at this point is that Set Two DEMs are used in declarative contexts. So here, she is demonstrating how the tool is used and asserting its function.

Record 97

- Utterance is *mîn utâh âspitikiniwichh* ‘Then we move them like this’.
- Target is [min 'ɔdah æspətəgə'nowtʃ^h] (00:12:13)
- This is adult-like. The DEM here is adverbial ‘like this’. I'm not sure why she's using Set One instead of Set Two in this context, especially because she's making a declarative statement and illustrating it with a gesture.

Record 100

- Daisy's utterance is *mâutih wî âhpichistinâkiniwit chicken leg* ‘this is where we put the chicken leg’
- The adult target for that utterance is [maut wi bæts' nægənowt tʃikən leɪg] (00:13:28)
- The correct adult form would be: *mâutih wî pâchistinikiniwich chicken leg* [maut wi bætsnɪgənowtʃ tʃikən leɪg] (00:14:04). Daisy is using the wrong ending for the verb, Margaret says
- The adverbial DEM *mâutih* is referring to the ‘where’

Record 102

- Utterance is *nimui mûhkumân* ‘no, the knife’
- Adult target is [nəmwi 'møkman] (00:20:26)
- I can't exactly tell where the accent is on *nimui*, but the first vowel is very reduced. It looks like Daisy leaves out the [nə] when she pronounces it. This could be evidence that the second syllable is accented and thus its salience conditions Daisy's pronunciation. It could also be evidence that Daisy is gravitating toward the word-final syllable.

Record 107

- Utterance is *mâu, mâu kiyipwâ* ‘it's this one’
- Adult target is [mau mau 'gib^wɔ] (00:17:04)
- Daisy shortened has shortened *kiyipwâ* to just [ga:], which is interesting because she retains the initial consonant, which is of the accented syllable, and then she retains the final vowel. But she did not produce the accented vowel nor the medial consonant.
- Daisy uses a Set Two DEM, but Margaret isn't sure whether she could have used a Set One DEM. Margaret seems to convey that the Set Two DEM is appropriate in this context because Daisy is holding the object in her hand and making an assertion

Record 111

- Utterance is *mâu mîn wiyâkin mâu mîn wiyâkin* ‘this another dish this another dish’
- Adult target is [] (00:20:11)
- Daisy using Set Two DEMs as she points and declares.

Record 289

- Adult's utterance is *awân an kê chimisut* 'who is that standing there?' Equational construction: *awân an* 'Who is that', followed with a conjunct form '(who is) standing there'

Record 290

- Margaret says she hears a word-final consonant, as the IPA Actual indicates. Therefore, Margaret had me change the Orthography for the utterance from <tân> to *tânitih* [dant^h] 'where', which has a LOC suffix.
- I hear adult-like aspiration on Daisy's production of the final consonant

Record 293

- Margaret says Daisy is saying <nâh â> 'That one over there?'
- Target is [naha] (00:29:08)
- Daisy is clearly using a pointing gesture with this Set One DEM. Perhaps that's because she is not making a declaration. If so, that fits my hypothesis about the use of Set Two, and this could be a great example of the context of a question precluding the use of Set Two, even with a gesture.
- Margaret says this usage of the Set One DEM here is adult-like

Record 295

- Daisy's utterance is *awân aniyâh* 'Whose is that?'
- Adult target is [ə'wan ən'ja^h] (00:30:01)
- It's hard to tell if Daisy is actually producing the word-initial schwa for <awân>. I definitely hear her saying something like [(ə)wani^h]

Record 296

- Daisy's utterance is *tânitih an* 'where is that?'
- Adult target is [dant^h in]

Record 297

- Daisy's utterance is *tânitih an kê pôsihâkw Christmas tree* 'How did you bring that Christmas tree?' Adult target for that is [dant^h ən gabu'shak^w kɪsməs tʃi:] (00:35:11)
- The DEM *an* is an adnominal modifier that goes with Christmas tree: 'that Christmas tree'. Here Daisy seems to have produced a discontinuous noun phrase where the DEM and noun are interrupted by the verb.
- In fact, Margaret seems to prefer a continuous noun phrase. She says "I think that one is better": *tânitih kê pôsihâkw an Christmas tree*, where the DEM is right before Christmas tree (00:35:39)

Record 298

- Daisy's utterance is *kâpâpiyihâkw* 'when you brought it'

Record 300

- Daisy's utterance is *awân kâhutinihât* 'Who bought it?'
- Adult target is [ə'wan gaʊtntsat^h] (00:36:46)

Record 305

- Daisy's utterance is *xxx iyâu wâsh uyâ Ozzy Osbourne* 'xxx Ozzy Osbourne has this one'
- Margaret says this is adult-like, and the target is [ijao waf uja azi azbɔɪn] (38:09)
- The xxx is something like [bai], but Margaret isn't sure what that means
- Trans: xxx Ozzy Osbourne has this one
- Here the demonstrative *uyâ* refers to the thing 'this one' that Ozzy Osbourne has.
- Daisy is holding an object and making an assertion when she uses the Set One DEM, so I would think this could be a good context to use a Set Two DEM. In fact, Margaret says the Set Two DEM would work here: *iyâu wâsh mâuyâ Ozzy Osbourne*.

Record 307

- Adult's utterance is *châkwân mâk an wî kê tihkunimin tân âshinihkâtikiniwich* 'What is that you're holding then? What is it called?'
- *châkwân mâk an wî kê tihkunimin* = 'What is that you're holding then?'
- *châkwân mâk an* is an equational structure, with the particle *mâk* in between. I think that *wî* is emphasizing the DEM *an*.
- The particle *mâk* can be removed, creating a translation without the 'then'.
- However, *mâk* cannot be moved to after the DEM, nor can it be sentence initial. I think this is because *mâk* is a second-position element. Additionally, because *wî* is emphasizing the DEM *an*, perhaps nothing can intervene there. Need to check this second possibility.
- *tân âshinihkâtikiniwich* = 'What is that you're holding then? What is it called?'

Record 308

- Daisy says *tân ûh* 'Which one, this one?'
- Adult target is [dan o^h] (00:44:09). Margaret says she clearly hears Daisy producing the question particle <h> on the DEM.
- Again, Daisy uses a Set One DEM even though she is holding the object and showing it to her interlocutor. This is more evidence that Set Two is for declarations/assertions rather than questions: **tân mâu* and **tân mâuh*?
- In fact, Margaret makes a couple observations that support this: "If we say *mâu* then it wouldn't be a question" (00:45:22). "*Mâu* is like *this* one here (Margaret pointing to table), this one right here" (00:46:33).

Record 312

- Daisy's utterance is *wiyâkin mîn û* 'This is another plate'
- Adult target is [wi'jægən min ɔ] (48:34)
- This illustrates that you can also use Set One when making a declaration.
- *wiyâkin û* = 'this is a plate'
- *mîn* is a modifier that must co-occur after the noun it's modifying: In this case, it goes with 'plate' and cannot be moved in **wiyâkin û mîn*. It can't be moved before the noun either: **mîn wiyâkin û*

Record 315

- Daisy says *apishâshiu* 'it's small'

- Adult target is [ɛp'ʃæʃo] (50:16)

Record 318

- Daisy's utterance is *âhmîhchisunâniwich* 'for eating'
- Adult target is [amitsʊ'nanʊʔch] (51:47)

Record 320

- Daisy's utterance is *utâh âhtih wîyi Ozzy âhmîchit* 'This is how Ozzy eats'
- The pronoun is *wîyi* emphasizing Ozzy
- The adverbial DEM *utâh* referring to the 'how'

Record 322

- Daisy's utterance is *mâutâh nîyi âhtiyân âhmîchisuyân* 'This is how I eat.'
- Adult target here is ['maoda ni 'atijan a'mitsujan] (53:43)
- She's using a Set Two DEM while she demonstrates how she eats. Margaret says you could not use a Set One DEM *utah*. No clear reason why, just doesn't seem right. Maybe because she has the object right in her hand?

Record 327

- Daisy says *wiyâs nichîhtin utâh âh mîchiyân* 'This is how I eat meat'
- Target for the child's utterance: ['wijas n'dʒitən 'uda 'mitʃja] (55:11)
- Margaret says Daisy's utterance sounds funny, like child speech. It seems child-like because she fronted *wiyâs* 'meat'. It seems like Daisy's choice of a Set One DEM also appeared a bit off-target to Margaret, because she changed it to Set Two for the more adult-like target below.
- Instead, she says an adult would say: *Mâutâh âhtiyân wiyâs âh mîchiyân* ['maoda 'atijæn 'wijas ə'mitʃjan] 'This is how I eat meat' (55:59)
- *Mâutâh* is more appropriate, because the object is in her hand, Margaret agrees. Daisy is also illustrating her actions with gestures, like she's eating from a container

Record 457

- Daisy's utterance is *utâh â ihtiu âh chînikwânipiyihut xxx* 'Is this how xxx do to turn around?'
- This is an adult-like utterance. The <xxx> is a portion that's hard to make out, but it's referring to a person
- Adult pronunciation: [ʊ'dah a 'dou atʃɪŋʊn'bihʊt xxx] (01:00:47). Accent probably needs double-checking

Record 460

- Daisy's utterance is *utâh â âhtiwich mânh* 'Is this how they do it sometimes?'
- This *mânh* is the word for 'sometimes'. Not the DEM version of *mân*
- *utâh* means 'like this'
- Margaret says Daisy's talking about somebody spinning/turning, but we don't know who because she was behind the chair

Record 463

- Daisy's utterance is *mâutâh âhtik kiyâh nimis âh chinikwânipiyihut* 'My sister also turns around like this'
- Adult target: ['mauda 'atík kija^h 'nims atʃingon 'bihot] (1:08:46)
- The word <kiyâh> is conveying the meaning 'too'/'also', and <mâutâh> means 'like this'
- The Set One DEM <utâh> "sounds funny" in this context, Margaret says. Perhaps that's because Daisy is performing the action while she says it.

Record 474

- Daisy's utterance is *chiwâpihtân â (name) nîpit xxx* 'See, (name)? my tooth is xxx'
- Adult pronunciation: [tʃwap 'dan ə (name) 'nibit xxx] (01:13:58)

Record 478

- Daisy's utterance is *mâutâh âh mininikiniwichh uhî* 'They pulled out these'
- The <mâutâh> is conveying a meaning of 'right here', and the <uhî> refers to 'these' (the teeth she's pointing to). She's not using a Set Two DEM to refer to her teeth, even though she's pointing to them. If my hypothesis is correct, that's because she's not asserting that 'these are my teeth'. Instead the Set Two is used for the adverbial DEM, where she's pointing to the location as if to declare 'it is right here' (that they pulled out these).
- Margaret says a more adult-like construction would use <kâ> instead of <âh>: <mâutâh kâ mininikiniwichh uhî>

Record 480

- Daisy's utterance is *mâuhî utih* 'These ones here'
- Target: ['maʊhi ut^h] (01:24:08)
- Here Daisy uses a Set Two DEM to refer to her teeth, as she is pointing to her mouth. Compare to Record 478: 'These ones' here is a declarative context, because now she's asserting that these are the teeth. Accordingly, the location is expressed with a Set One DEM.
- Margaret says saying Set One DEM for 'these ones' as in <uhî utih> would be just as OK to say. Perhaps this points to the optionality of Set Two: You aren't required to use it when declaring something, but you can only use it when declaring something.

Record 482

- Daisy's utterance is *mâuhî châ mininikiniwichh* 'They will pull these out'
- Adult target: ['maʊhi 'dʒæmənɪgə 'nowtʃ^h] (01:25:41)
- Again, Daisy uses a Set Two DEM in an assertion. Margaret says Set One DEM <uhî> would not work in this case, but I didn't phrase my question well to make it clear that I meant to ask if <uhî châ mininikiniwichh> would be OK.
- Daisy is using more of a child form of the verb to mean a more general sense of 'take out'. A more adult-like version would be <mâuhî châ minipitiniwichh>, where the verb more specifically refers to pulling out/extracting.

Record 485

- The child says <nichîpith> 'my teeth', but the correct form is <nîpith>

- Interesting error: She's literally saying 'my your teeth'. This is perhaps an example of double possessor marking as a potential indicator of an unanalyzed chunk involving the second-person prefix 'you/r', kind of like the lexicalized word for 'grandma'. However, in other records, Daisy correctly produces the inflected form of 'my tooth'.
- Correct adult target: ['nibrth] (01:32:47)
- 'your teeth' = <chîpith> ['tʃibrth]

Record 724

- Margaret says Daisy's utterance is actually: *Mwâhch âh nâtwâpiyich xxx û* 'Seems like my xxx (arm) is broken'
- Target for this: [maʊtʃ ε nəˈdɒbitʃ (xxx) o] (01:44:07)
- Where the <xxx>, she started to say 'my arm'. She cuts herself off, Margaret thinks possibly because she didn't know how to say it, and then she just points to her arm. The word <û> is referring to 'this' (her arm).
- The Set Two DEM <mâu> would not work instead of the Set One <û>. This is likely because she's not making a declaration like 'this (my arm) is broken'.
- <nitâhsin uu nispitun> 'my arm hurts' but compare to *<nitâhsin mâu nispitun> *'my arm hurts'. Instead <mâu nispitun> = 'This (here) is my arm'

Record 730

- Daisy's utterance is *mâutâh chîhîspiyyu* 'it went like this'
- Target for that utterance: ['maʊda ˈdʒisbijo] (01:46:39)
- There's an error here, as Margaret says Daisy produces the wrong preverb: She should have said <mâutâh kâ îspiyyich> 'it went like this'
- The Set One DEM *ûtah* would not work in this situation, Margaret says. Perhaps this is because she is performing the motion as she speaks.

Record 739

- The adult's utterance is *tân âsinihkâsut û* 'what is this one called?'
- The Set One DEM <û> is referring to 'this one'. The Set Two DEM <mâu> won't work here either—maybe because it's a question rather than an assertion.

Record 740

- The adult's utterance is *û utih* 'this one here?'
- Again, using the Set Two DEM <mâu> won't work, and again I think it's because this is a question. If you do use <mâu>, then it creates an assertion: <mâu utih> = 'Here it is'. Margaret says an adult may say something like this if she finds something that she had lost, like 'Oh, here it is!'

Record 742

- Daisy's utterance is *pîhtiwiپییچîs* 'longjohns'
- Margaret says Daisy commits an error and leaves the word incomplete. Should be <pîhtiwiپییچîsân> instead. Target is [bitobiˈdʒisan] (01:55:30)

Record 747

- Adult's utterance is *û kiyipwâ utih* 'this one right here'
- Margaret says the Set Two DEM <mâu> could work there: <mâu kiyipwâ utih>. Again, perhaps this demonstrates the optionality of Set Two in a declarative context.

Record 749

- Adult's utterance is <nimiyâu kiyipwâ û> 'not this one here'
- The Set Two DEM <mâu> could not work in this case: *<nimiyâu kiyipwâ mâu>. I wonder if negation is the reason, because this is still an assertion/declaration. But perhaps it's a word order issue. I need to explore this negation-related hypothesis more.

Record 750

- Adult's utterance is *û utâh pîhch kâihtikuhch châkwân* 'this thing that is inside here'
- There's a pretty long discontinuous NP here: <û châkwân> 'this thing'. In this utterance, the DEM and noun are separated by an adverb, particle, and inflected verb.
- This version is OK, where the two words in the NP are together: <û châkwân utâh pîhch kâ ihtikuhch>

Record 751

- Daisy's utterance is *mishihkun* 'toe' (lit. 'somebody's toe', because of the indefinite possessor prefix)
- Adult pronunciation is [ˈmɪʃəɡʊn] (02:01:15)

Record 752

- Adult's utterance is *uhî mâk wî* 'How about these?' (lit. 'and these?')
- Margaret says the Set Two DEM <mâuhi> won't work here, even though the adult is using a gesture when she says it ... again I think because it's a question instead of an assertion

Record 753

- Daisy's utterance is *tânihi uhî* 'Which ones? These ones?'
- Target = [danhi ohi] (02:03:02)
- Excellent example of agreement between the wh-word and the DEM.
- Again, the Set Two DEM <mâuhi> won't work here, and again I think it's because it's a question. <mâuhi> alone = 'These ones'.

Record 755

- Daisy's utterance is *mitihchîh* 'hands'
- Target for that word: [ˈmɪtsdgi] (02:06:14)
- Potential child error: Margaret thinks Daisy's talking about the fingers, so it should be <mitihchîchaakin> 'fingers'. Instead, Daisy says the word for 'hands'

Record 757

- Daisy's utterance is *châkwân wî û chiwâpihtânch châkwân wî û* 'what is this, see? what is this?'
- Adult pronunciation: [ˈtsagan wij o dʒəˈwɑpɰæn ˈtsagan wij o] (02:07:51)

- Margaret says it sounds strange to move the <wî>: *<châkwân û wî> or *<wî châkwân û>